



Brookfields School
Careers Education, Information, Advice and
Guidance Policy

Date	Description
21 May 2025	Approved by the Local Governing Board

Review schedule	Annually
Next review	May 2026
Policy holder	Katie Gray

Brookfields School Equalities Statement

All pupils at the school are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each pupil is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing Values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, pupils develop independence, confidence and integrity which prepares them for their future lives.

Introduction

The purpose of this policy document is to provide an explanation of the Careers Education, Advice and Guidance at Brookfields School. This policy includes, and is intrinsically linked with, Work Related Learning, Business Enterprise Education and Work Experience.

Brookfields School provides a relevant and engaging careers curriculum, which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills while being inclusive of a wide range of providers.

Our Vision

All students will leave Brookfields prepared to lead happy and purposeful lives, which may include employment, further education training, leisure, and social/community-based activities.

Rationale

Our Careers Education and Guidance is based on the following 6 principles:

1. Real – it offers exposure to the world or work and employment
2. Relevant – it builds skills, knowledge, understanding and experiences
3. Structured – it allows progression towards realistic and achievable goals
4. Mentored – it includes mentoring and coaching from staff, employers, businesses and ex-students in employment
5. Partnerships – this involves partnerships with *local businesses* through the 'Brookfields Business Advisory Group', *families*, *supported employment provider* (Ways into Work), *independent Careers Advice* (Talentino!) and the Careers and Enterprise Company.
6. Formalised – where relevant, students' progress is monitored through timetabled lessons, structured activities & opportunities,

Our Pathway to Employment teaches students the skills, knowledge and understanding they will need for the future. Our Pathway allows for individualised support and guidance to position each student for the best chance of paid employment.

Aims and objectives

At Brookfields School, we provide our students with an outstanding and relevant Careers Education programme. Our intention is:

- to offer high quality impartial careers education, information and guidance which is in the best interests of the students
- prepare students to develop as individuals supporting them to make informed decisions about their next steps
- to provide career information including future options, Labour Market information and progression routes
- to provide multiple opportunities to experience the world of work
- develop a healthy attitude to work
- to increase their chances of employability
- to develop independence skills such as travelling to work
- to develop employers awareness of how a young person with learning difficulties and additional needs can contribute to their business

Statutory requirements and expectations

The school is committed to fulfilling its statutory duties in relation to:-

The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from year 8 to year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given. Statutory guidance: Careers guidance and access for education and training providers (DfE, 2018) <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

All young people in England are required to continue in education or training between the ages of 16 and 18. They can do this in three ways: full time study in a school, college, or training provider; an apprenticeship, traineeship or supported internship (see appendix 3 for further detail); full time work or volunteering (20 hours or more) combined with part time accredited study.

The DfE's guidance to schools, states that all schools should aim to meet the Gatsby Foundation's Benchmarks of "Good Career Guidance". For further information:

Students can expect

Every student is entitled to high quality careers education and guidance as part of their overall education. This should be relevant and meaningful to their needs. This may include:

- appropriate career coaching lessons
- work-related learning skills programme
- several employer encounters each year from year 7 - 14
- meaningful work experience/encounters from year 10 onwards
- enterprise education
- the opportunity to meet 1:1 with a careers advisor for those pupils following the Careers at Every Level programme
- creating a personalised CV
- access to careers guidance and Local Market information including local further education providers and supported internship providers
- preparation for transitions for next best steps
- engagement with Brookfields alumni community

Management and delivery

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme.

- Brookfields will offer a comprehensive careers programme including opportunities for personal and social development
- building employability skills through enterprise and multiple employment engagement opportunities
- increase aspirations through curriculum-based career exploration and effective annual planning processes
- engage parents, carers and families from early years to build confidence to support their children's career development
- manage transition effectively and continually seek to improve the quality of destinations from school

We will do this by:

- Providing challenging lessons for student with a range of different learning styles and needs
- Providing opportunities for students to become increasingly confident and realistic about their chance of working when they are older

- Encouraging our students and their families to believe that employment is a realistic prospect
- Working in partnership with Talentino!, local businesses and Ways into Work create a clear progressive Careers Education programme
- Creating and use recording systems and vocational profiles to measure the skills, knowledge and understanding gained by our students.
- Ensuring these systems are shared appropriately with students and their families
- Developing the class-based knowledge through real, hands on practical opportunities to include the possibility of Work Experience placements, off site Work Related Learning, Enterprise Education and Route to Recruit supported internship.
- Visiting and assessing the suitability of Work Experience providers
- Maintaining a programme of Enterprise products, developing new products and locating retail outlets and sales opportunities
- Accessing appropriate WRL venues and providers and monitoring the suitability of the programmes available.
- By contributing to the record of objectives attained on the Work Related Skills for Independent Living Planner and appropriate evidence documented through our online assessment platform (Earwig).
- Considering feedback from students, staff and interested parties in order to evaluate appropriateness of venues and programmes.
- By attending INSET and considering related initiatives, including Health and Safety aspects of offsite educational experiences.
- Sustaining Brookfields Market Garden and Brookfeast as internal work-based enterprises
- Be ambitious in looking for additional enterprise schemes that match the interests and learning profiles of all pupils

Our Pathway to Employment consists of the following elements

- Timetabled lessons for all secondary learners.
- Business Enterprise
- Work Related Learning
- Work Experience
- Supported Internship (Route to Recruit and Shaw Trust)

How Careers will be taught

Work Related Learning for Independent Living

Students in Enrichment Strand and some from Engagement Strand will complete 'Work Related Skills for Independent Living' (see Appendix 2)

This resource is made up of over 100 individual task cards. The cards detail the process required to achieve different skills and help students to understand what skills are related to different careers.

Careers at Every Level (Way 2 Work)

Students in the Enquiry Strand and some from Engagement Strand will complete Careers at Every Level modules. This is known as Way 2 Work (W2W) at Brookfields.

W2W is organised into five modules, which contain topic-based units. The modules are deliberately ordered so as to support a process: going from very little or no knowledge about careers, progressing through to practising skills to achieve employment. In years 7, 8 and 9 pupils will follow W2W modules 1 and 2. In years 10 and 11 pupils will follow modules 3, 4 and 5. In 6th form pupils will work towards generalising their skills in a range of practical settings.

Appendix 1 contains further detail about W2W.

Roles and responsibilities

Brookfields School's Careers Education Programme has a range of key staff involved in the strategic development, promotion, and operational delivery of the programme.

Governing Board - responsible for making sure the SLT and careers leaders are given support and appropriately challenged.

Senior Leadership – proactively involved and responsible for making sure statutory requirements are in place and followed.

Career Leader - responsible for the development and implementation of the Careers Programme in line with the SEND Gatsby benchmarks

Careers Team - responsible for arranging and delivering work experience, employer encounters, education providers and external providers visits and workshops and maintaining employer network

All Staff - responsible for contributing and delivering career learning and development of the students in all areas of the curriculum

Parents/Carers – responsible for supporting their child with preparations for their best next steps

Resources

The resources we have developed in conjunction with 'Talentino!' are used to support the Way2Work modules and the work-related skills for independent living task cards.

Resources are stored in a central location, in the corridor between the W2W room and sixth form, accessible to all staff that use them. New resources are purchased as required to meet the needs of the students.

The programme in Business Enterprise, Work Related Learning and Work Based Learning offers distinct timetabled opportunities commencing in the Secondary part of

the school. Business Enterprise activities will have allocated lesson time. Work Related Learning will typically take place at off-site venues.

Work Based Learning is tailored to the aspirations of the student to allow them to develop their work-based skills from one placement to another. Each student will identify 3 targets to work on for each placement.

Working with Families

Families are involved in a variety of ways. In their Y9 ~~Person Centred Review~~, Transition Reviews students will identify in their Action Plan what their future aspirations are in terms of life after school and entering the world of work. These aspirations inform the Work Based Learning placements that student might access. Families are invited to be involved in their child's Work Based Learning placement via pre and post placement assessments.

We run regular workshops for families supporting and empowering them to understand how they might support their child's aspirations to work.

Our annual 'What Next?' evening involving a range of local providers and colleges is held enabling families and students to find out about post 16 opportunities.

We encourage families to attend similar evenings hosted by other BASS schools (namely The Avenue and Addington) if they are unable to attend the Brookfields events.

Starting in Year 10 families and pupils have opportunities to talk to our Careers Team about future aspirations and options, on an individual basis. Information is shared with families about realistic options for pupils. Families are encouraged to visit different FE Colleges and work related placements as early as Year 10.

A Careers Advisor is available for 1:1 career action plan meeting with pupils in year 11 and year 14 who attend W2W lessons.

School events linked directly to the school careers programme: These events offer providers an opportunity to come into school to speak to pupils and/or their parents/carers e.g. parent evenings, 'What's Next?' events, community visits, Alumni meet and greets, college visits.

Careers monitoring, review and evaluation

The Careers team meet regularly to monitor, review and evaluate the teaching of Careers, Work Related Learning, Enterprise Education and Work Based Learning.

The governor who monitors the schools CEIAG is invited to meet with the Assistant Head who is appointed Careers Strategic Lead on a regular basis as well as the Deputy Head responsible for Secondary.

This policy will be updated in accordance with the school procedures.

The school in collaboration with our appointed Talentino will carry out an audit of our careers programme a minimum of twice a year against the 8 Gatsby benchmarks. From this appropriate actions will be recorded and followed up. This process will be monitored by the careers leader.

Contribution made by Careers, Work Related Learning, Business Enterprise Education and Work Experience to Personal Development.

At Brookfields School, we aim to encourage each student to achieve as much independence as possible by providing them with a curriculum that enables them to participate and contribute to school and wider community-based activities. In doing so we “are preparing all students for the opportunities, responsibilities and experiences of life.” In order to achieve this aim Enterprise, Work Related Learning and Work Experience can be used to promote SMSC in the following ways:

- Equip students with the knowledge, skills, attitudes and values necessary for their futures as citizens and employees.
- Promote equality, diversity and equal opportunities.
- Develop knowledge which contributes to their economic and social wellbeing.
- Recognition of particular gifts and talents of students and groups.
- Learn the importance of teamwork, initiative and helping others.
- Appreciate that we all contribute to a community in different ways.
- Recognise that these values have a local, national and global perspective.

The above list is not exhaustive. However, it does provide a good range of examples showing what an important contribution that Business Enterprise, Work Related Learning and Work Experience makes to the development of students’ SMSC.

Signed: Date:
Policy Holder

Signed: Date:
Head Teacher/Governor

Way 2 Work

W2W is organised into five modules, which contain topic-based units. The modules are deliberately ordered so as to support a process: going from very little or no knowledge about careers, progressing through to practising skills to achieve employment.



Each module has a medium-term plan in which details:

- The module's **long term objective**
 - o These objectives, one per module, all link directly to the goals of the element detailed above, and thus back to the programme's overall aims.
- The **medium-term objectives**
 - o These derive from the long-term objective and break it down into the different topics covered in the module
- The individual **session titles**
 - o These are organised into the relevant units of work and are labelled so as to make the topic more accessible for the pupils.
- The **unit titles**

As with the session titles, they are labelled to support the pupils' understanding

Individual Sessions

Each session, planned to be around 45minutes and based on an important step on the path to employment, has an individual plan which articulates:

- o Where the session links in with the unit and module
- o Differentiated learning **objectives** and corresponding **outcomes**
- o A **detailed** account of the **activities** to achieve the objective for that session
- o A list of possible **resources**
- o An example of the **evidence** to result / collect from the session
- o **Coaching Guidance Notes** to support the coach deliver the **key focus** of the session

The Classroom-based Career Coaching element of the programme is designed to provide an **engaging range of opportunities** for the pupils to gain work-related **knowledge, skills and experience** in a structured and **sequential manner**. It supports pupils on a journey: from learning the difference between a job and a career; through deciding on a goal; and onwards to the job application and interview process, with a lot more in between.

Work-Related Skills for Independent Living Task cards

This resource is made up of over 100 individual task cards. The cards detail the process required to achieve different skills and help students to understand what skills are related to different careers. The cards are grouped into one of the following job families:

LOOKING AFTER ANIMALS
OFFICE
CLEANING
HOUSEHOLD TASKS
GARDENING
WASTE MANAGEMENT
PERSONAL CARE
FOOD AND CATERING
PERSONAL GROOMING
PRACTICAL SUPPORT TASKS

Each task cards details which job family they are part of, the specific skill that will be developed and the success criteria that will need to be completed, for example:

Job Family: Food and catering

Skill: Laying the table



If there are things on the table put them away

Neatly put clean table cloth over table

Put bowl / plate at each setting

Add knife to right of the plate and fork to the left of the plate

Add a cup/glass to each setting

Supported Internship Programme

Brookfields School works in partnership with Ways into Work, Addington School and Reading College to deliver a supported internship programme known as Route to Recruit.

Vision

Preparing young adults to have sustainable and progressive careers in the local labour market and to become active citizens in an ever-changing world

Our vision sets out to meet the aspirations of young adults who have the same expectations of gaining meaningful employment as the rest of their peers. We want to address businesses needs through an asset-based approach, developing students to have competitive skills, knowledge and attributes that are relevant to the local labour market. We look to champion ambition and understand that a supported internship is just the start of a young adult's career in the workplace and that career development and progression is something for everyone to aspire to.

What is a supported internship?

A supported internship is one type of study programme specifically aimed at young people aged 16 to 24 who have a statement of special educational needs or an EHC plan, who want to move into employment and need extra support to do so.

All young people should be helped to develop the skills and experience, and achieve the qualifications they need to succeed in their careers. The overwhelming majority of young people with SEN are capable of sustainable paid employment with the right preparation and support. All professionals working with them should share that presumption. Colleges that offer courses which are designed to provide pathways to employment should have a clear focus on preparing students with SEN for work. This includes identifying the skills that employers value, and helping young people to develop them.

Supported internships are structured study programmes based primarily at an employer. They are intended to enable young people with learning difficulties and/or disabilities to achieve sustainable, paid employment by equipping them with the skills they need for work through learning in the workplace. Internships normally last for a year and include unpaid work placements of at least six months. Wherever possible, they support the young person to move into paid employment at the end of the programme. Students complete a personalised study programme.

Further information:

<https://www.preparingforadulthood.org.uk/downloads/supported-internships>

<https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties>

What we teach and how we teach it

The supported internship will allow a significant amount of time to be dedicated to the acquisition of work-based skills through carefully selected work placements. Placements will be tailored to a student's strengths and interests as identified through a process of vocational profiling and will provide opportunity to strengthen identified areas for development. These placements will work towards the expectation of the young adult becoming able to complete tasks to the same standard as the business's own employees and where appropriate conforming to the same working practices and working hours as the placement business.

Caring for a home environment is an important life skill regardless of whether this is in the family home, independent living or a shared or supported living environment. Our programme of home management will be delivered at our bespoke Life Skills Centre and will give the students a chance to practice and consolidate domestic tasks including cleaning, cooking and shopping in an authentic setting.

Appropriate social skills are an important part of sustaining employment but also for becoming active in the wider community. Sessions will be taught as stand-alone sessions as well as through cross-curricular activities such as social event planning. Students will be involved in planning activities such as going to the cinema with friends, or preparing a meal for others.

Students will have many opportunities through their work placements and through life skills activities to develop their communication skills. Using a coaching approach we will support student's ability to self-advocate.

We recognise that achieving the aspirations of employment and managing an active social life will not be possible without being able to get from A to B, which is why our Job Coaches will be able to provide advice and support on travel training as appropriate to meet the student's individual needs.

Financial literacy will be worked on in specific enterprise challenges and through stand-alone lessons, building on the students' numeracy skills and promoting the generalisation of these to every day functional uses such as budgeting, savings and pensions. These sessions will be taught commensurate to the individual student's learning level.

Increasingly businesses are moving towards e-learning platforms to provide their mandatory training. Over the course of the year, the students will have opportunities to practice completing e-learning modules in areas such as manual handling, health and safety and fire awareness. A Tutor or Job Coach will be available to support students comprehension where required.

For students to stand out from a field of applicants and to enhance their employment prospects, a personalised skills portfolio will be encouraged to be developed. Personalised programmes may include certification in area such as First Aid or Food Hygiene. Resilience to the pressures of work and life are developed through job coaching and through a programme of positive psychology delivered by external providers. These sessions are aimed at dealing with anxiety and other potential challenges to good mental health, through getting students to understand their strengths and reflect on their positive experiences rather than dwelling on negative thoughts.

What is supported employment?

Ways into Work CIC are our Supported Employment partner. In its simplest terms Supported Employment involves matching the needs of a business to an individual's skills, interests and aspirations. It views both the job seeker and employer as an equal partner and support is provided to both parties.

By supporting businesses with their recruitment, retention and diversity needs, we enable people with a disability to gain and maintain employment.

We do this using the Supported Employment model which is the only evidence based model for getting people with a disability into competitively paid employment. Ways into Work are

member of the British Association for Supported Employment and we pride ourselves on model fidelity to the standards and processes set out by BASE. The process includes:

- Getting to know the job seeker and their circle of support through a process of vocational profiling
- Understanding employers needs and identifying vacancies
- Getting to know the job, working environment and teams by completing a detailed job analysis
- Identifying the steps required to complete individual tasks by a process of task analysis
- Matching job opportunities to suitable applicants
- Supporting employers and employees in the workplace
- Promoting personal development and career progression

At the core of Supported Employment is the concept of 'Place, Train and Maintain.' This means we place people in work at the earliest opportunity, train them do the job in the way the employer wants it to be done, and provide on-going support to the employee and employer to maintain them in the job. Supported Employment also acknowledges that for many people the main barriers to work are the traditional recruitment processes. We work extensively with employers to look at reasonable adjustments and creative ways of recruiting to ensure the right people can access the right jobs.

Whilst all stakeholders are committed to raising the possibility and probability of paid employment as an outcome, a supported internship is an education programme and does not guarantee employment at the end of it.